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9 17 - Humanistic Model - Lecture notes 3

Abnormal Psychology (University of Wisconsin–Madison)

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HUMANISTIC MODEL - emphasis on empathy, personal growth other than mere adjustment

Major Proponent: Rogers
Key Concept: Self-Actualization
Structure of Personality: Self
Development: Process of cumulative self-actualization
Source of Pathology: Discrepancy btwn. real self vs. ideal self

BEHAVIORAL MODEL

Major Proponents: Watson, Skinner
Key Concept: Learning
Structure of Personality: Responses
Development: Process of learning new responses
Source of Pathology: Having learned faulty or inappropriate behaviors

Radical behaviorism (skinner)
=Behavior includes all that a person does, says, and feels.
Any kind of behavior can be predicted and influenced through knowledge of relevant environmental contingencies

Classical Conditioning (Respondent)
A previously neutral stimulus acquires a positive or negative value by being paired repeatedly with another stimulus that already has a positive or negative value
An organism learns to respond to a neutral stimulus as it would to a non-neutral one

Operant Conditioning
The person learns to make a response that operates to produce a favorable outcome
An organism learns to operate on the environment to obtain or avoid consequences

How do behaviorists explain abnormal functioning?
Operant conditioning - humans and animals learn to behave in certain ways as a result of receiving rewards whenever they do so
Modeling - individuals learn responses by observing and repeating behavior

Classical Conditioning
Discovered by Pavlov (1849-1936)

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- a previously neutral stimulus acquires a positive or negative value by being paired repeatedly with another stimulus that already has a positive or negative value.

Operant Conditioning
E. Thorndike (1874-1949)
- Learning through consequences

Law of Effect
Behavior that is followed by satisfying consequences will be repeated; behavior that is followed by unpleasant consequences will be discouraged

Importance of Cognitions
Limitations of Behavior Therapy
How we think or appraise a situation influences our feelings and behaviors

COGNITIVE MODELS

Major Proponents: Beck, Ellis
Key Concept: Distorted thinking/ reasoning, irrational beliefs
Structure of Personality: Changing responses
Development: Process of thinking about new responses
Source of Pathology: Inappropriate thoughts or faulty reasoning

Beck's Cognitive Perspective
- Automatic thoughts
  - I am worthless
  - Everyone hates me
  - I never do anything right
- Errors in Logic
  - Arbitrary inference
  - Selective abstraction
  - Overgeneralization
  - Magnification or minimization
  - Personalization

Albert Ellis Irrational Assumptions
- I must always do well or very well
- I must be approved and accepted by ppl i find important
- I am a bad, unlovable person if i get rejected

Arbitrary inference:

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Drawing unwarranted conclusions on the basis of little or no evidence.

Selective abstraction:

Drawing conclusions on the basis of a single piece of data while ignorinG contradictory data.

Overgeneralization:

Drawing a general conclusion on the basis of a single, sometimes insignificant, event.

Magnification or minimization:

Overestimating the importance of negative events and/or underestimating the importance of positive events.

Personalization:

Taking the blame for something that is clearly not one's fault.

The Physiological Perspective

- aka Medical Model, Neuroscience Perspective
- Biological emphasis
- Emphasis on neurons & neurotransmitters - mental breakdowns
- Involves Behavior genetics
- Focus on Brain Anatomy as well as Brain Functioning
- Reliance upon medication

Neurotransmitters with important roles in psychopathology:

1. Acetylcholine (1st to be discovered and doesn't act like the others)
    a. Control of muscle contractions; formation of memories
    b. Reduced levels found in patients w alzheimers
2. Dopamine
    a. Regulation of muscle contractions; regulation of reward-related behavior; mental processes- learning memory emotions
    b. Schizo, parkinson's
3. Enkephalins
    a. Regulation of pain, affect mood, motivations
    b. Implication of addiction
4. Glutamate
    a. Major Excitatory neurotransmitter
    b. MSG (monosodium glutamate) - can be a little toxic to brain, especially to a developing child
    c. Implicated in dimensions, schizo

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5. GABA
    a. Major inhibitory neurotransmitter (opposite of glutamate) Inhibits neurons from firing
    b. Implicated in anxiety disorders
6. Norepinephrine
    a. Mental processes involved in learning and memory; also involved in activating alertness to danger
    b. Implicated in mood disorders
7. Serotonin
    a. Regulation of mood states, constraint, satiety, and sleep
    b. Implicated in depression and eating disorders

Behavior Genetics

- Study of the degree to which genes and environment factors influence behavior

Distinction btwn Genotype vs. Phenotype
Genotype—individual's actual genetic structure
Phenotype—expression of a given genotype; observable behavior and characteristics influenced by experience
Heritability
=> extent to which the variability in behavior is due to genetic factors (0.00 - 1.00)
Closer to 1, the more than it can be contributed factor
Shared environment vs. nonshared environment
Shared - common events and experiences between family members
Nonshared - uncommon events and experiences between family members
Twin studies - important tool in the physiological paradigm

Gene-environment interaction

- One's response to a specific environmental event is influenced by genes

Epigenetics

- Study of how the environment can alter gene expression or function
- Cross-fostering adoptee method
    - Rats born to mothers with low parenting skills who were raised by mothers with high parenting skills showed lower levels of stress reactivity
    - Environment (mothering) was responsible for turning on (or turning up) the expression of a particular gene

Diathesis (Biological factors) + Stress (environmental factors

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